

Module 10: Professional Practice

Overview

This module is designed to introduce the student to professional practice in early learning as identified in the NAEYC Code of Ethics

Student Outcomes

Student Outcome	Washington State Core Competency-give number	Corresponding WAC-Centers	Family Child Care
Outcome A The student will describe the professional code of ethics.	<i>Content area VIII: Professional Development & Leadership--Displaying Professionalism in Practice</i> 1f. Values reflection on teaching and learning, using staff interaction, training/education, and journals. 1g. Demonstrates awareness of the professional code of ethics for early care and education and its main topics.	WAC 170-295-0070 WAC 170-295-1010 WAC 170-295-1030 WAC 170-295-1060 WAC 170-295-1070	WAC 170-296A-1125 WAC 170-296A-1150 WAC 170-296A-1175
Outcome B The student will summarize the fundamentals of professional behavior.	<i>VIII: Displaying Professionalism in Practice</i> 1a. Understands that employees' personal behaviors and actions within the work setting reflect upon the setting. 1b. Enjoys working with children and models a positive attitude. 1c. Exhibits good hygiene and personal appearance. 1d. Demonstrates good work habits. 1e. Supports and complies with regulations and licensing standards .	WAC 170-295-0070 WAC 170-295-1080 WAC 170-295-2030	WAC 170-296A-1725 WAC 170-296A-1800
Outcome C The student will justify the need for on-going professional development.	<i>VIII: Ongoing Professional Growth</i> 1a. Seeks out knowledge to improve practice. 1b. Demonstrates awareness of the professional development continuum for early care providers and educators. 1c. Maintains ongoing compliance with continuing education requirements.	WAC 170-295-1060 WAC 170-295-1070 WAC 170-295-1080 WAC 170-295-1090 33-	WAC 170-296A-1175

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Required Reading

1. Child Care Center Licensing Guidebook (2nd ed., DEL 2006)
Outcomes A and B: pp 15-16 (“What personal characteristics do my volunteers, all staff and I need to provide care to children?”)
Outcome C: pp 31-32 (“What initial and ongoing State Training and Registry System [STARS] training is required for child care center staff?” “What continuing State Training and Registry System training is required for child care center staff?”), and page 38 (“What kind of meetings or on-going training must I provide my staff?”)
Online at:
<http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf>.
2. Washington State Family Home Child Care Licensing Guide (2nd ed., DEL, 2013)
Section 1 pp. 2; pp. 5-9, pp. 37 “Planning for your ongoing professional development” and Section 2 pp. 13, pp. 15-19; pp. 33 “Professional code of ethical conduct”



Recommended resources for instructors

1. Washington State Core Competencies for Early Care and Education Professionals
<http://www.del.wa.gov/requirements/professional/core.aspx> . See pages 30-31, “Professional Development and Leadership.”
2. NAEYC Code of Ethical Conduct:
<http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>
3. NAEYC’s position statements:
http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf
and <http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>.



Videos supporting this Module

1. “Innovation in Washington State,” a video by Harvard Center. The science of early childhood development shows that investing in quality early learning and social and health programs yields healthy and capable children, strengthens families, and supports economic stability. Washington State has been chosen as the first state in the nation to collaborate with the Frontiers of Innovation (FOI) community to improve outcomes for vulnerable children and families.
<http://www.youtube.com/watch?v=WyIVkOFPQfQ>
2. The Heart of a Teacher by Paula Fox, an inspirational video for teachers:
www.youtube.com/watch?v=QDVECWcYtjc.



Opening Activity

Think, pair, share: What is “professionalism”?

Have each participant find a partner. Encourage them to share their thoughts and ideas about what it means to be a professional in early childhood education. They can be prompted with questions like “What is the difference between an “occupation” and a “profession”? “For example, how is working as an early learning professional different from working as a short-order cook?”

Outcome A

The student will describe the professional code of ethics.



Discussion Questions

Distribute the NAEYC Code of Ethics.

1. What does being a professional mean to you?
2. How might the NAEYC Code of Ethics help you as a professional?



Presentation

A “profession” by the dictionary’s definition is an occupation requiring considerable training and specialized study. A professional is a skilled practitioner who conforms to the standards of her profession. “Professionalism” refers to status, methods, character, or standards. For early learning professionals, this means:

- Advocating for children and the high-quality early care and education they deserve.
- Working in collaboration with others.
- Being curious; seeking out information in order to gain an understanding of children.
- Accepting responsibility.

Our national professional organization, National Association for the Education of Young Children, defines early childhood professionals as:

"Individuals who provide direct services to young children (from birth through age 8) and their families, as well as those who administer the programs in which these individuals work and those who provide professional development for these individuals."

In practical terms, this means that everyone from the child care provider and teacher to those who drive the bus need to strive to raise that "professionalism" bar. This requires some work. Young children deserve to be surrounded by those who are committed to excellence every day. Professionals encourage children's academic, social, emotional, and ethical development, while creating environments that are safe for learning and infused with joyfulness and inspiration. They help children build competence and confidence in their abilities as learners and citizens of the classroom. Children, families, schools and communities thrive when they are supported by inspiring, dedicated professionals.

Code of Ethics

Your professional organization, NAEYC, has written a handy guide to help you know what it means to be a professional. The Code of Ethics outlines our professional core values and describes our relationship with:

1. Children
2. Families
3. Colleagues
4. The community and society

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The Code of Ethics includes a section on Ideals and Principles, and a Statement of Commitment at the end. The Ideals and Principles section can be used as a guide to help you make tough decisions that come up in your work. The Statement of Commitment lists the fundamental moral obligations of a professional working in the field of early childhood care and education.



Interactive Learning Activities

Option 1: Bumper sticker

Materials Needed

- Bumper sticker-sized pieces of paper
- Colored markers

Hand out bumper-sticker-sized pieces of paper and lots of colorful markers. Ask students to think about what it means to be an early learning professional. Have them create a personalized bumper sticker which makes a statement about Professionalism in Early Learning.

Share – Allow students to show and tell OR post their professionalism Bumper Stickers on the wall to be toured at break time.

Option 2: The NAEYC Code of Ethics

Materials Needed

- Handout 1, “Ethical Dilemmas Discussion”
- NAEYC Code of Ethical Conduct:
<http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>

Distribute **Handout 1**. Read each scenario to the group and ask individuals to refer to the Code for help. Students may pair up to discuss in detail how the code might assist them in handling the different situations. Have students share their responses with the group, then discuss. If there is time, encourage students to share difficult situations they may have experienced, then refer to the specific Principles or Ideals for guidance.

Outcome B

The student will summarize the fundamentals of professional behavior.



Discussion Questions

1. What knowledge, skills and professional qualities are required to be an early learning professional?
2. What do you need to do to be an effective and inspirational teacher?



Presentation

What makes an effective early learning teacher?

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Let's dig deeper into the details of what makes for an effective early learning teacher or care provider. Here are some fundamental qualities common to all early learning professionals. We:

- Possess a strong knowledge of child development.
- Communicate effectively in multiple forms with diverse populations.
- Possess foundational knowledge for developmentally appropriate content to be taught and practices carried out.
- Engage in habits of critical thinking and problem solving.

You will know you are applying these basics when you:

- Apply knowledge of human development in all domains: physical, cognitive, social, and emotional.
- Build on children's competence in such critical areas as language and literacy, mathematics and other disciplines, as well as in gross motor development, social skills, emotional understanding, and self-regulation.
- Respect and value all learners and meet children where they are, as individuals and as a group.
- Appreciate diversity in learning environments and various contexts for learning.
- Apply instructional techniques, assessment strategies, and resources to support learning.
- Support each child in attaining challenging and achievable goals that contribute to his or her ongoing development.

Expectations

As an early learning professional you are expected to present yourself as someone worthy of the responsibilities given to you. Written into program policies you may find expectations for you to:

- Dress in a professionally acceptable manner.
- Display a courteous, positive attitude.
- Respect confidentiality, punctuality and timeliness.
- Cooperate with co-workers, disengaging in gossip or negative behaviors.
- Make informed and ethical decisions.
- Accept responsibility for children's learning and development.
- Collaborate with your colleagues, families, and the community.
- Engage in opportunities for professional growth or PD.

Professional community

As a professional in early learning, you need to know that you are part of a larger community. What do you know about this larger community? The video "Innovation in Washington" will help answer this question. Watch this video to get a peek at some of the progress being recognized in Washington's early learning community:

<https://www.youtube.com/watch?v=WyIVkOFPQfQ>

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Description of the video: Washington State has been chosen as the first state in the nation to collaborate with the Frontiers of Innovation (FOI) community to improve outcomes for vulnerable children and families. The science of early childhood development shows that investing in quality early learning, social, and health programs yields healthy and capable children, strengthens families, and supports economic stability. Washington's goal is to use this science across the state's early care and education, health, and child welfare and economic support systems to improve outcomes for large populations of young children. Washington partners include the Department of Early Learning, Department of Social and Health Services, Department of Health, Health Care Authority, and Thrive by Five Washington. Working as an early learning professional can be part of this movement!

Your partners and colleagues

By building positive relationships with colleagues, we create a caring and supportive environment for children. You may find yourself working as part of a team so it's important to support and respect one another in creating the best environment possible for children. Each of us is our own individual, but regardless of our likes and dislikes, it's vital that we collaborate with each other in our work.

Below are a few helpful tips to help build positive relationships with colleagues:

- Listen and acknowledge ideas and feedback.
- Model the relationships that we strive to build.
- Offer help when needed.
- Encourage honest and open communication.
- Offer support and advice.
- Host work parties / outings / time together away from work.

For more ideas, distribute **Handout 5, “Positive relationships: what does it look like in practice?”**

Sometimes little differences and misunderstandings can divide a team while working in an early learning program. It is vital to constructively confront and deal with even uncomfortable issues. Unresolved conflicts bring team morale down and can create an unwelcoming environment for both children and adults.

The foundation for building relationships is to provide clear and open communication as well as a comfortable environment for parents and childcare professionals.

Relationships and communication are not isolated to this module on Professional Practice. The practice should be interwoven throughout all of our work with young children, colleagues and families. Think back over all 10 Modules of this curriculum, and pinpoint where communication and relationships are addressed.



Interactive Learning Activities

Option 1: Action/Improvement plan

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- **Handout 4, “Action/Improvement plan”**

Distribute **Handout 4**. Reflect on the areas of professional conduct the class has discussed. Then have students write their own personal statement of commitment in their own words.

Option 2: Unmet expectations

Write the list of 8 professional expectations (below) on a whiteboard or chalkboard. Ask students which of the following might be the toughest for early learning professionals to meet:

1. Dress in a professionally acceptable manner.
2. Display a courteous, positive attitude.
3. Respect confidentiality, punctuality and timeliness.
4. Cooperate with co-workers, disengaging in gossip or negative behaviors.
5. Make informed and ethical decisions.
6. Accept responsibility for children’s learning and development.
7. Collaborate with your colleagues, families, and the community.
8. Engage in opportunities for professional growth or PD.

What happens when these expectations are not met? If you were the director of an early learning program, how would you make sure your staff lived up to these expectations?

If there is time, continue the activity with role-play:

Divide the class into eight small groups. Assign each student one of the expectations (listed above). Ask them to create a scenario in which a staff member did not live up to that expectation. They can create any specifics for the infraction they might imagine. For example, Expectation #1 Dress appropriately: Sandra’s shirt does not fully cover her cleavage. A parent has complained to the director that she feels uncomfortable sending her husband to pick up their child when staff members are dressed in this manner. What might the conversation be between the director and the skimpy-topped staff member? Role play and then discuss.

Option 3: Professional or unprofessional?

- **Handout 6 “Professional or Unprofessional?”**

Use the Handout as a guide to have students reflect on which of the practices are professional and which are unprofessional.

OR

Play cards:

Print out and photocopy **Handout 6**, making approximately one third as many copies as you have students. Cut out each behavior from the handout, keeping each “deck” of cards together. (If you teach this course frequently, you may want to photocopy onto cardstock and laminate.) Divide the group into trios and give each trio a “deck” of cards. One person is the dealer who deals out all of the cards--an equal number to each

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player. Without looking at the cards, each player shows one card at a time. If one card is an example of professional behavior, and the other card is an example of unprofessional behavior, the player with the “professional” card wins both cards. If cards are the same – both either professional or unprofessional – then the dealer gets the cards. Winner has most cards at the end of the game.

Option 4: Self-reflection

For students already working in early learning programs

- **Handout 3, “Early Learning Professional Self-Assessment,”**

Distribute **Handout 3**. Ask students to candidly reflect on their own practices. After self-evaluating, ask them to identify one area they would like to work on improving. Have them share with their neighbor the first step they plan to take in order to improve as a professional.

Outcome C

The student will justify the need for on-going professional development.



Discussion Questions

1. What is on-going professional development?
2. What are your plans for continuing to grow as a professional? How will you document that growth?



Presentation

Professional development of the workforce

Research indicates a clear connection between the education level of the adult caring for and teaching the child and child outcomes. Specifically, adults with higher levels of formal education and specialized early childhood professional preparation send children off better prepared for school and life.

All children deserve the chance to start life ready to learn, succeed in school, and develop healthy relationships. Professional development of the workforce therefore is a priority in Washington State. Public-private partnerships, federal grants, and stakeholder commitments are driving the change. Professional development (PD) will allow you to:

- Have deeper understandings of child development and early education issues than ever before.
 - Provide richer educational experiences for all children, including those who are vulnerable and disadvantaged.
 - Engage children of varying abilities and backgrounds and connect with all families.
- Professional development is mandated and expected to increase in order for those caring for children to continually improve their skills. The standards and expectations for

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early learning professionals are defined by Washington State's Department of Early Learning (DEL) and the National Association for the Education of Young Children (NAEYC).

Core competencies

What does a professional need to know and be able to do in order to care for and teach children? This question is answered in the Washington State Core Competencies for Early Care and Education Professionals document (from DEL) which lists specific content areas and five levels of proficiency. The eight Core Competency areas for Early Care and Education Professionals are as follows:

1. Child Growth and Development
2. Curriculum and Learning Environment
 - Creating the learning environment and general curriculum
 - Promoting physical development
 - Promoting cognitive development
 - Promoting language and communication development
 - Promoting social/emotional development
 - Promoting creative expression
3. Ongoing Measurement of Child Progress
4. Family and Community Partnerships
 - Relationships with families
 - Use of community resources
5. Health, Safety and Nutrition
 - Knowledge of regulations
 - Environmental safety
 - Responding to health needs of children
 - Nutrition
6. Interactions
 - Providing individual guidance
 - Enhancing group experiences
7. Program Planning and Development
 - Program planning and evaluation
 - Personnel management
 - Financial management
8. Professional Development and Leadership
 - Displaying professionalism in practice
 - Ongoing professional growth
 - Leadership and advocacy

Note: The school-age core competencies include similar areas, as well as two additional ones: "Cultural Competency and Responsiveness" and "Youth Empowerment." To learn more about the school-age competencies, visit

http://www.schoolsoutwashington.org/page_1299/CoreCompetencies.htm

This list should be familiar to you. It is the foundation for this course, Child Care Basics. Each Child Care Basics Module has addressed specific Core Competencies, delivered

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at Core Competency Level 1. From here on out, any professional development course or training you take will be linked to at least one Core Competency. Your growth in these competencies can be documented online in Washington's professional development registry, called MERIT (Managed Education and Registry Information Tool)

Additional ideas to expand learning may be to enroll in courses, attend conferences, engage in specialized trainings, enroll in study groups, and participate in book studies. It is important that you assess your own needs. Identify those areas where you struggle or would like to learn more. Consult with mentors, coaches or more experienced teachers and care providers. Ask for feedback. We all are growing and face new challenges every day!

Washington's professional development system

A professional development system refers to the clear pathways and requirements needed for a profession. This includes the position or role requirements as well as ongoing education and training opportunities to help professionals continue to grow and learn.

In Washington, we have some services in place to help you as an early learning professional.

1. Manage your professional development in an online professional development registry called MERIT.

MERIT can:

- Build your professional record, similar to a resume.
- Track your completed state-approved training.
- Verify your education and credentials to meet licensing or accreditation standards.
- Provide applications to financial incentives and education awards.

MERIT can also help you locate education and training opportunities. Professional development should be more than a list of competencies to be assessed or completed. It should be connected to your role as an early learning professional.

Professional development should be:

- On-going
- Relevant and connected to your professional role
- Integrated to your life experiences, building on current knowledge and experience
- Identifiable learning outcomes
- Allows for opportunity to apply new learning to practice

Department of Early Learning (DEL) recognizes and values all completed degrees and as funding permits, offers education awards for all levels of completed degrees. By sharing your educational accomplishments with us through the education verification process that is found in MERIT, we learn more about the early learning field and can continue to support professionals.

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DEL has created a list of degree majors that are recognized as early learning degrees for education verification purposes:

- Early childhood education
- Early childhood and family studies
- Human development with a specialization in ECE
- Children's studies/childhood education
- Elementary education with one of the following endorsements
 - Early childhood education
 - Early childhood special education
 - P-3
 - P-3 special education

For more information about current policies and education awards for early learning professionals, please visit the professional development pages of our DEL website <http://www.del.wa.gov/requirements/professional/Default.aspx>



Interactive Learning Activities

Accessing MERIT

Materials and Resources Needed

- Student's STARS ID numbers (will have an opportunity to create one if needed)
Internet access

Access the MERIT web site in class:

<https://apps.del.wa.gov/MERIT/Public/Login.aspx?ReturnUrl=%2fmerit%2f>

Introduce students to MERIT, Washington's professional development registry.

1. If a student doesn't have a STARS ID, assist her in registering in MERIT and getting a STARS ID.
2. Explore the site – practice finding training, looking at your professional record, etc.
3. Share what is discovered with the group or instructor.

Taking care of you

Professionalism includes a commitment to caring for yourself in ways that promotes a balance between work, home and self. Having intentional time set aside to care for yourself helps to achieve life balance and be resilient to challenging situations and life stressors. Having time set aside for you serves as a reminder to yourself and others that caring for your needs is a priority. Having a well-cared-for body and mind can help to have a positive outlook on life, feel good about yourself and release stress. This reinforces to yourself and others that you value yourself. This can contribute to long-term feelings of well-being, confidence and make you much more successful even in times of stress. Think of ways you can incorporate time for you on a daily basis, even if it is just for a few minutes at a time.

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Self-care makes you a better caretaker

Taking time to care for yourself regularly can make you a better caretaker for others. People who neglect their own needs and forget to nurture themselves are at danger of unhappiness, low self-esteem or feelings of resentment. Recognize causes and symptoms of stress, and develop strategies to address stress and prevent it when possible. Prioritizing responsibilities both at home and work can help to achieve balance with daily commitments.

Show the following video:

<http://play.simpletruths.com/movie/the-empty-pickle-jar/store/>.



Interactive Learning Activities

Explore individually the following questions.

Optional addition: share your new strategy ideas with a partner or at your table.

Think of ways you currently identify and manage stress. Write a reflective entry to the following questions:

- Can you identify when you feel most stressed, tense or anxious? What is usually happening around you or emotionally when you feel most stressed?
- What are your go-to strategies to reconnect with yourself and find relaxation?
- Are there new stress-relieving strategies that you would like to try?

Make a commitment to yourself to set aside a few minutes of time each day to focus on you. If it feels challenging to find time in your schedule, think of ways you can practice having a calm, reflective mind while driving, taking a shower or preparing a meal. Strive to build in uninterrupted time in your day.

Handout 2 Write yourself a letter (as time allows)

Materials Needed

- Stationary, envelopes
- Pens or pencils

Provide stationary and envelopes for each student. Ask them to write themselves a letter describing where they are as a professional today and steps they plan to take to grow as a professional. Ask them to address the envelope to themselves. Collect the letters in the sealed envelopes. Promise to mail their letters to them one year from now. Ask them to stay in touch.



Closing Activity

Everyone has some kind of gift. Being talented does not mean just being good at music, writing or athletics. There are many types of talent. You may be a great conversationalist, or make friends easily, or be able to put others at ease. Or you may have a gift for telling jokes, selling things or living economically. You may be punctual,

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patient, reliable, kind, or optimistic. Or you may love taking on new challenges, be strongly committed to helping others, or have an ability to bring them joy. Without doubt, you possess your own special jewel, your own unique talent. Ikeda (2004, p 41)

The answers to what you excel at lie inside of you, and are reflected in the everyday (as well as unusual) tasks you are already great at, or could be with a little work. To find them, you need to take a journey inside yourself to discover what they are. Pass out cards listing some or all of the following questions. Ask your students to select a few of these prompts or choose their own and spend a few minutes reflecting on their own strengths. They will then write down three qualities that they admire about themselves. Post the completed index cards someplace where they will see them daily like a bathroom mirror or on the refrigerator.

- What do you have a knack for?
- What comes so easily to you, just like breathing?
- What makes you animated and lights up your face?
- When do you lose all sense of time?
- What are you phenomenal at?
- What amazes you that you can do without even trying?
- What are you doing when you hit a groove?
- What do you do that just flows out of you?
- What do you do that taps into some innate ability?
- What activity connects you to a well-spring of energy and ideas?
- What are you drawn to doing?
- What can you do that you can't explain how you do it when asked about it?
- What have you been told you do better than most people?
- What are you doing when others tell you it is a pleasure to watch you working?
- What are others telling you that you are great at?
- What have you done that someone knowledgeable has told you that you could make a living doing?

Keep your card and hang it as a reminder to yourself---You are a gifted and talented teacher!



Assessment of Learning

Have students take the quiz on **Handout 7, "Check for Understanding."**

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Handout 1

Ethical Dilemmas Discussion

The following situations require you to weigh competing obligations to children, families, colleagues, community, and society, and to make difficult and sometimes unpopular decisions. The NAEYC Code of Ethical Conduct can help you answer the question “What should the good early childhood educator do?” It can help you to understand your ethical responsibilities and provide guidance for addressing *ethical dilemmas* that arise in the workplace. Where would you look for guidance to the following dilemmas? **Give the Ideal or Principle number you would use to make your decision of what to do.**

Situation	Code of Ethics Ideal or Principle
A teacher hears a co-worker tell an insulting joke about children and families of a specific ethnic group.	
A teacher tells her director that a 2-year-old in her class has been diagnosed with contagious diarrhea. The director tells her not to mention this to the families of the other children and reminds her to wash her hands well after changing the child’s diaper.	
A teacher suspects that a child in his or her classroom is being abused at home. There are often bruises on the child. The teacher reports to the director, who says that it is program policy that the director makes the report.	
You have a large and very aggressive child in your group who often frightens and hurts other children. You are spending so much time dealing with this child that the other children are not getting the attention they need.	
You learn that your state's licensing regulations limit group size to 14 2-year-olds. Seventeen children have been assigned to your group.	
Your co-teacher sometimes leaves you alone with the children during the program day while she leaves the center to conduct personal business.	
Parents are questioning the play-based curriculum in your 4-year-old program. They want assurance that their children will be ready for kindergarten.	

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Handout 2

Write a Letter to Yourself

Write yourself a letter describing where you are as a professional today and steps you plan to take to grow as a professional.

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Handout 3

Early Learning Professional Self-Assessment

Rate yourself from 1 to 5 on each of these professional skills/attributes. Choose three skills that you would like to improve.

- 1 2 3 4 5 I have good attendance.
- 1 2 3 4 5 I am on time for work each day.
- 1 2 3 4 5 I call before start time if absent or unable to arrive on time.
- 1 2 3 4 5 I model good basic hygiene (well-groomed, hand washing, etc.).
- 1 2 3 4 5 I wear appropriate clothing.
- 1 2 3 4 5 I follow directions accurately.
- 1 2 3 4 5 I accept constructive suggestions.
- 1 2 3 4 5 I actively seek to assist with routine duties.
- 1 2 3 4 5 I maintain confidentiality by discussing children, families, and staff members respectfully and in private.
- 1 2 3 4 5 I avoid unnecessary conversation with adults during class time.
- 1 2 3 4 5 I seek help from staff when necessary.
- 1 2 3 4 5 I communicate well with staff.
- 1 2 3 4 5 I demonstrate respect for individual differences in children, families, and programs.
- 1 2 3 4 5 I refrain from allowing personal problems to interfere with job performance.
- 1 2 3 4 5 I am dependable and generally well-organized.
- 1 2 3 4 5 I display patience and flexibility.
- 1 2 3 4 5 I display a sense of enjoyment and humor.
- 1 2 3 4 5 I maintain a positive attitude about children and work in early learning.

Identify one area you hope to improve upon:

Identify one step you could take to improve as a professional

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Handout 4

Action/Improvement Plan

Area for Growth	Plan for Improvement (what you will do)	Timeline (when you will do it)	Resources Required	Date of Completion
1.				
2.				
3.				

Collaboration: What does it look like in practice?

Building Positive Relationships with Families:

- Create a welcoming atmosphere
- Have open communication
- Create a bulletin board for announcements and other important information
- Utilize technology to reach out to families
- Arrange a calendar of family events
- Encourage parent input into the Program and Planning
- Hold social events for childcare professionals and parents

Building Positive Relationships with Colleagues:

- Listen and acknowledge ideas and feedback
- Offer help when needed
- Encourage honest and open communication
- Offer support and advice
- Have work parties / outings







Self Care:

- Keep yourself healthy and relieve stress
- Identify areas you need to work on

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Handout 6

Professional or Unprofessional?

I follow the rules of confidentiality at work and outside of work	I come to work wearing the following: 	I talk with my co-workers while the children are playing	My shirt is low-cut and my cleavage shows	I take my breaks and lunch as scheduled to “refresh” and “reboot”
I use my cell phone to text when I get a message 	I ask families for input and feedback about activities	I wear jeans with rips, tears and stains	I keep a beverage nearby for when I am thirsty 	I am a model of appropriate hygiene
I work by myself and do not seek help from others	Sometimes my thong shows when I bend over or reach up high	I post pictures of children I care for on my Facebook page.	I keep my cell phone in my pocket for personal use	I call in before start time if I am sick and cannot work
I don't take time to learn the proper pronunciation of the names of the children in my class	I take time for myself outside of work	I sometimes gossip about others at work 	I schedule my appointment outside of work time	I am not respectful of my colleagues
Personal problems sometimes interfere with job performance	I have a positive attitude 	I am dependable and trustworthy	I am on time or early for work every day 	I always wear appropriate clothing to work

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Handout 7

☒ Check for Understanding (10 Points)

Choose the best answer to demonstrate your understanding of Module 10.

1. A professional conforms to _____ standards.
 - a. Ethical
 - b. Unethical
 - c. Arbitrary
 - d. None of the above

2. Young children deserve teachers who commit to _____ and excellence every day.
 - a. Professionalism
 - b. Education
 - c. Ineptitude
 - d. Silliness

3. The knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child _____ and how prepared that child is for entry into school.
 - a. Memorizes
 - b. Forgets
 - c. Learns
 - d. Trains

4. The standards and expectations for early learning professionals in Washington State are defined by the _____ of Early Learning, the National Association for the Education of Young children, and others.
 - a. Department
 - b. Office
 - c. Branch
 - d. Division

5. The Washington State Core Competencies serve as the _____ for decisions and practices carried out by professionals in all settings and programs.
 - a. Foundation
 - b. Background
 - c. Patchwork
 - d. None of the above

Module 10: Professional Practice

6. The early childhood professional educator should _____ effectively in multiple forms to diverse audiences.
- Gossip
 - Speak
 - Communicate
 - All of the above
7. The professional development of practicing early childhood educators is considered _____ to the quality of experiences afforded to children.
- Non-essential
 - Critical
 - Non-important
 - None of the above
8. The science of early childhood development shows that investing in _____ early learning, social, and health programs yields healthy and capable children, strengthens families, and supports economic stability.
- Poor quality
 - Essential
 - Quality
 - Honest
9. The foundation in building _____ is to provide clear and open communication as well as a comfortable environment for parents and childcare professionals to collaborate together.
- Connection
 - Something
 - Feelings
 - Relationships
10. _____ practice should be interwoven throughout all of our work with young children, colleagues and families.
- Business
 - Professional
 - Normal
 - None of the above
11. True False A professional follows ethical standards.
12. True False A professional is business-like in the workplace.
13. True False Professional development is essential to providing high-quality services to children and families.
14. True False Children benefit most from staff who have specialized in early childhood professional preparation.
15. True False Early childhood providers do not need knowledge of child development.

Module 10: Professional Practice

- | | | | |
|-----|------|-------|---|
| 15. | True | False | It is not necessary to collaborate with colleagues, families and the community when you work in ECE. |
| 16. | True | False | All children learn the same way, so we do not need to set individual goals for children. |
| 17. | True | False | Curriculum is more than a list of skills |
| 18. | True | False | It is important to maintain open and honest communication with all involved at your center / in your program. |
| 19. | True | False | By building positive relationships with colleagues we create caring and supportive environments for children. |

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☒ Check for Understanding (Answer Key)

1. (a) Ethical
2. (a) Professionalism
3. (c) Learns
4. (a) Department
5. (a) Foundation
6. (c) Communicate
7. (b) Critical
8. (c) Quality
9. (d) Relationships
10. (b) Professional
11. True
12. True
13. True
14. True
15. False
16. False
17. False
18. True
19. True
20. True